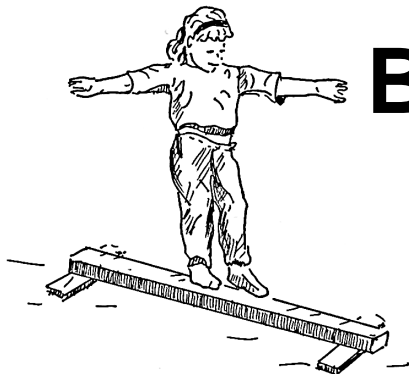
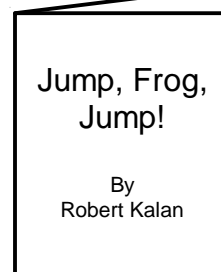
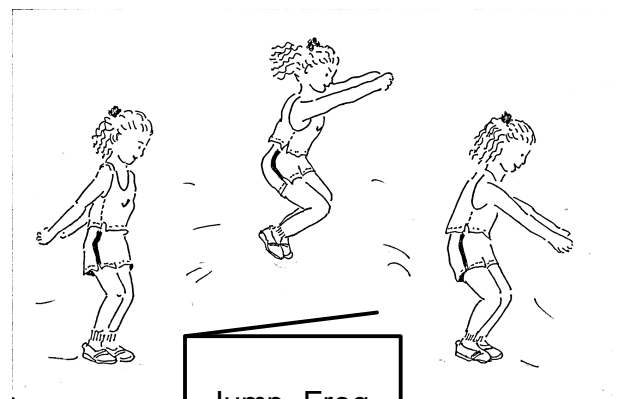
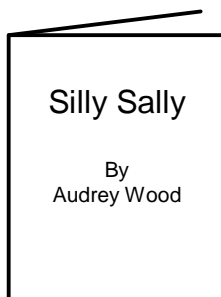


# Books and Movement – A Magical Mix



## B.A.M.M.M.!

October 2005  
I Can Walk



### Learning Activity #3 – I Can Walk

Book: *We're Going on a Picnic* by Pat Hutchins

<b>Benchmarks</b>	3.1 Shows enjoyment of books and stories and discussion of them 4.9 Freely participates in gross motor activities 4.11 Runs, jumps, hops, skips 4.12 Shows balance and coordination 5.8 Participates in group discussion
<b>Locomotor Skills</b>	➤ Walking
<b>You will need:</b>	✓ Book: <i>We're Going on a Picnic</i> by Pat Hutchins ✓ Carpet squares or personal space markers ✓ Picnic Basket
<b>Introduce the Activity</b>	<ul style="list-style-type: none"> <li>• Children sitting on carpet squares or personal space markers.</li> <li>• Show children picnic basket and ask if they know what kind of basket it is.</li> <li>• Depending on answers, label it a "picnic basket. Lead children to briefly discuss their picnic experiences. <i>Where did they go? Who went with them? What did they have to eat? What else did they take?</i></li> <li>• Invite children, one at a time, to tell you one thing they would put in the basket to take on a picnic. Encourage each child to say something different than other children. As each child names the item, ask him/her to pretend to place it in the basket.</li> <li>• When last child has put a "pretend" item in basket, say, "<i>Our picnic basket was empty. Now it's full and we're going on a picnic.</i>"</li> </ul>
<b>Present the Story</b>	<ul style="list-style-type: none"> <li>• Prepare to read the story, <i>We're Going on a Picnic</i>.</li> <li>• Show the cover, give title and author. (Explain that author is person who writes the book.)</li> <li>• Ask children to look at the cover and name who they think is going on a picnic. (hen, duck, goose)</li> <li>• Ask children to name the other animals they see on the cover (mouse, rabbit, squirrel) and what they think these animals are going to do.</li> <li>• Say, "<i>Let's read and find out.</i>"</li> <li>• Read book with children sitting so all can see the pictures.</li> <li>• Pause while reading the story to allow children time to observe what is happening with the picnic basket. Ask questions to focus their observations. "<i>What do you think the mouse is doing in the basket?</i>" "<i>The squirrel?</i>" "<i>The rabbit?</i>" Say, "<i>Were you right?</i>" as you turn to the next page which shows the animals eating the fruit in the basket.</li> <li>• Follow up with questions such as "<i>Why was the picnic basket empty?</i>" "<i>Who ate the strawberries, apples and pears?</i>"</li> </ul>

<p><b>Extend the Story</b></p>	<ul style="list-style-type: none"> <li>• Explain to children that they will now take a walk around the room.</li> <li>• Remind children to move safely and not get too close to other children.</li> <li>• Reinforce the stop and go signal you have established: clapping hands, striking a drum, striking two rhythm sticks together are examples.</li> <li>• When children hear this signal, they are to freeze like a statue.</li> <li>• Say, <i>"Can you walk around the room and stay as far from your friends as you can?"</i></li> <li>• Observe children to make sure they are walking without bumping into other children.</li> <li>• Sound the stop signal.</li> <li>• Say, <i>"Can you walk sideways without bumping into others?"</i></li> <li>• Sound the stop signal.</li> <li>• Say, <i>"Can you walk backwards without bumping into others?"</i></li> <li>• Sound the stop signal.</li> <li>• Say, <i>"Can you walk very slowly to your carpet square and sit down?"</i></li> </ul> <p><b>Teacher Note:</b> Consider playing music as children walk around the room. Keep music at a level that allows children to hear stop and go signals.</p>
<p><b>Conclude the Session</b></p>	<ul style="list-style-type: none"> <li>• Lead the children in a finger play.</li> </ul> <p><i>Open, shut them, open, shut them, Give a little clap. Open, shut them, open, shut them, Put them in your lap.</i></p> <p><i>Walk them, walk them, walk them, walk them Right up to your chin. Open up your little mouth, But do not let them in.</i></p> <p><i>Walk them, walk them, walk them, walk them Right down to your toes. Let them fly up in the air and Tap you on the nose.</i></p> <p><i>Open, shut them, open, shut them, Give a little clap. Open, shut them, open, shut them, Put them in your lap.</i></p>



**Try these  
additional  
activities**



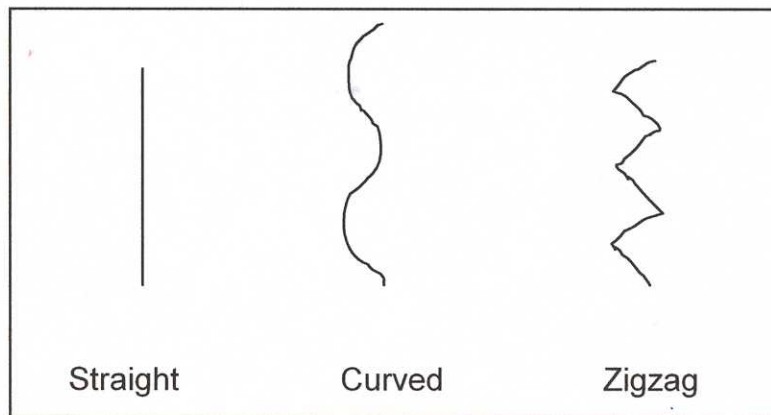
**Walking through the Woods**

- Create an indoor or outdoor woods (obstacle course). Use cones or two-liter soda bottles weighted with sand or gravel to represent trees. Tape the caps on the bottles to avoid spills.
- Reread the book, *We're Going on a Picnic* by Pat Hutchins. Review with the children some of the places the characters in the story walked: across the field, up the hill, down the hill, down the path, around the lane.
- Explain to children that they are going on a picnic and there are some trees they will have to walk around to get to the picnic site.
- Remind children to stay away from their friends as they are walking. Review the stop and go signal you have established.
- Say, "Can you walk slowly through the woods?"
- Observe children to make sure they are able to walk without hitting barriers.
- Sound the stop signal.
- Say, "Can you walk faster?"
- Sound the stop signal.
- Say, "Can you walk to the picnic spot?" Children walk to carpet squares or to a designated place on the playground if this activity takes place outdoors.

**Pathways for Movement**

- Introduce pathways for movement as follows:
  - o Use hand movements to create and explain a straight, curved and zigzag pathway.
  - o Demonstrate walking in a straight, curved and zigzag pathway telling children what each pathway is.
  - o Walk each pathway again and ask children to name the pathway you're walking.

- Remind children to stay away from their friends as they are walking. Review the stop and go signal you have established.
- Say, "Can you walk forward in a straight pathway?"
- Sound the stop signal.
- Say, "Can you walk in a curved pathway?"
- Sound the stop signal.
- Say, "Can you walk in a zigzag pathway?"
- Sound the signal.
- Have children walk to their carpet squares.






### Fruit Tasting Feast

- Prepare for fruit tasting experience. You will need apples, pears and strawberries, a way to wash the fruit, a knife, and plates or paper towels.
- Prepare a graph to record children's fruit preferences.
- Reread the book, *We're Going on a Picnic*, by Pat Hutchins.
- Ask children to name the fruit in the story. Comment that all are fruit and good for your body. These fruits are healthy foods.
- Have children wash hands.
- Wash the fruit and cut it into small pieces and place a piece of each fruit on each child's plate or paper towel.
- Invite children to taste the fruit and compare the tastes.
- Complete a tasting graph of the children's favorite fruit they tasted.
- Write a story about the experience.

**Teacher Note:** Be aware of food allergies and make any necessary adjustments.

### Our Favorite Fruit

6	Shane		
5	Reginald		Ethan
4	Hayden	Kelly	Jose
3	LaTonya	Susana	Ashley
2	James	Antonio	Lupe
1	Maria	Frank	Sarah
0	 Apple	 Pear	 Strawberry

### Our Story:

#### Our Favorite Fruit

The favorite fruit of our class is the apple. Six people liked apples best.

### Picnic Prop Box

- Develop a Picnic Prop Box for dramatic play. Include a picnic basket, a tablecloth or large towel, plastic plates, glasses, cups and spoons, cloth napkins which can be washed, clean cold drink liter bottles, empty water bottles.
- Place the picnic basket in the home living/dramatic play center or take it outdoors. Observe children to see what props they add to their play.

### Plan a Picnic

- Involve children in planning a picnic. The picnic can be held on the playground, in a nearby park or in the classroom. You may want to invite parents to the event.
- Involve children in planning the menu. Keep it healthy and simple with children having choices of type of sandwiches, fresh fruit and/or vegetables, for example.
- Record the menu on chart paper and post it in the room where children can see it. Allow children to illustrate the menu with pictures they draw or cut from magazines.
- Involve children in preparing for the picnic. Each child can make his/her own sandwich, for example.



<b>Additional Books</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>The Little Red Hen</i> by Paul Galdone</li> <li><input type="checkbox"/> <i>I Went Walking</i> by Sue Williams</li> <li><input type="checkbox"/> <i>Rosie's Walk</i> by Pat Hutchins</li> <li><input type="checkbox"/> <i>The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear</i> by Don and Audrey Wood</li> <li><input type="checkbox"/> <i>Make Way for Ducklings</i> by Robert McCloskey</li> <li><input type="checkbox"/> <i>Have You Seen My Duckling</i> by Nancy Trafuri</li> <li><input type="checkbox"/> <i>Five Little Ducks</i> by Raffi, illustrated by Jose Aruego and Arienne Dewey</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>✓ Refer to A Story a Month, October 2002, <i>The Little Red Hen</i> <a href="http://www.arkansas.gov/childcare/redhen.html">http://www.arkansas.gov/childcare/redhen.html</a></li> <li>✓ Personal space markers can be ordered from equipment companies or from school supply companies.</li> </ul>

**Teacher Notes:**

- Children need to hear the same story read to them several times.
- Children also need frequent opportunities to repeat and practice movement activities.
- Plan to reread the book, *We're Going on a Picnic* by Pat Hutchins, and include a variety of the suggested movement activities.
- It is important that stories and activities be repeated with children at different times throughout the year.